

PALMETTO ELEMENTARY

200 Broad St.
Mullins, South Carolina 29574

GRADES 5-6 Elementary School

ENROLLMENT 314 Students

PRINCIPAL Mamie McClam 843-464-3740

SUPERINTENDENT R. Jerry Leviner, Ph.D. 843-464-3700

BOARD CHAIR Samuel McMillan 843-464-3700

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	66	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

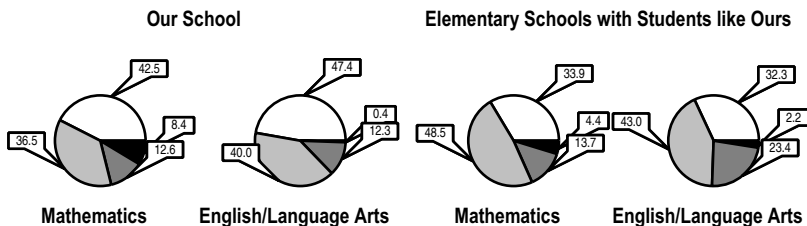
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	305	98.4	46.8	40.5	12.3	0.4	19.7	Yes	Yes
Gender									
Male	169	97.6	49.7	39.4	11.0	0.0	17.4		
Female	136	99.3	43.4	41.9	14.0	0.8	22.5		
Racial/Ethnic Group									
White	64	100.0	50.8	32.8	14.8	1.6	23.0	Yes	Yes
African-American	236	97.9	46.1	42.9	11.0	0.0	18.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	222	100.0	41.1	42.6	15.8	0.5	24.4		
Disabled	83	94.0	62.7	34.7	2.7	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	305	98.4	46.8	40.5	12.3	0.4	19.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	98.4	46.6	40.6	12.4	0.4	19.8		
Socio-Economic Status									
Subsidized meals	263	98.5	49.8	40.9	9.3	0.0	16.6	No	Yes
Full-pay meals	40	97.5	27.0	37.8	32.4	2.7	40.5		

Mathematics - State Performance Objective = 15.5%									
All Students	305	98.4	41.5	37.0	12.7	8.8	30.3	Yes	Yes
Gender									
Male	169	97.6	36.8	40.6	14.8	7.7	31.6		
Female	136	99.3	47.3	32.6	10.1	10.1	28.7		
Racial/Ethnic Group									
White	64	100.0	39.3	37.7	9.8	13.1	27.9	Yes	Yes
African-American	236	97.9	42.5	37.0	13.2	7.3	30.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	222	100.0	34.4	39.2	14.8	11.5	35.9		
Disabled	83	94.0	61.3	30.7	6.7	1.3	14.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	305	98.4	41.5	37.0	12.7	8.8	30.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	98.4	41.3	37.1	12.7	8.8	30.4		
Socio-Economic Status									
Subsidized meals	263	98.5	45.3	36.4	11.3	6.9	25.5	Yes	Yes
Full-pay meals	40	97.5	16.2	40.5	21.6	21.6	62.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	159	99.4	40.7	50.0	8.0	1.3	9.3
	Grade 6	187	100.0	33.3	46.8	17.0	2.9	19.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	143	100.0	41.3	44.8	14.0	N/A	14.0
	Grade 6	162	96.9	53.2	35.9	10.3	0.6	10.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	159	100.0	34.4	48.3	9.3	7.9	17.2
	Grade 6	187	100.0	34.5	44.4	16.4	4.7	21.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	143	100.0	44.1	36.4	11.2	8.4	19.6
	Grade 6	162	96.9	41.7	36.5	14.1	7.7	21.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 314)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	7.6%	Up from 0.6%	3.7%	2.7%
Attendance rate	94.5%	Down from 94.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.7%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.7%		5.3%	3.5%
Eligible for gifted and talented	4.4%	Down from 5.5%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.6%	Down from 25.8%	8.0%	8.2%
Older than usual for grade	13.7%	Up from 10.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 0.3%	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	15.0%	Down from 16.7%	48.7%	51.4%
Continuing contract teachers	80.0%	Down from 87.5%	81.8%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.1%	0.0%
Teachers returning from previous year	89.5%	Down from 92.0%	83.3%	86.7%
Teacher attendance rate	94.9%	Up from 94.8%	94.7%	94.9%
Average teacher salary	\$37,775	Up 2.1%	\$39,933	\$40,760
Prof. development days/teacher	8.6 days	Up from 6.6 days	13.4 days	12.4 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 24.2 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.3%	Down from 88.6%	89.0%	90.0%
Dollars spent per pupil*	\$5,143	Up 0.4%	\$6,776	\$6,044
Percent of expenditures for teacher salaries*	63.8%	Up from 62.8%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	45.0%	Down from 96.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Palmetto Elementary continues to focus on academic excellence. High expectations are set for our staff and our students. A very dedicated staff works to meet the needs of many at-risk students. Eighty-six percent of our student body receives free or reduced lunch. These students are living in a county with one of the highest unemployment rates in the state of South Carolina. These factors coupled with continued budget cuts have resulted in the need for high levels of collaboration between parents, faculty and staff. Community partnerships and analysis of our instructional programs continue to evolve as we work through these challenges. Stakeholders share a common vision of making sure each child has the opportunity to experience a better quality of life.

Palmetto Elementary partnered with Mount Olive Baptist Church to develop an on-site mentoring program for our young men. This partnership strengthens our staff, our community relations and especially our young men.

We continued to use data to help chart our standards-based instruction. The formulation of teams with common planning provided support for teachers and students. As a result, marked growth was charted with quarterly benchmarks and pre and post testing. A technology grant afforded us the opportunity to upgrade our computer lab, purchase laptops for a mobile lab, and acquire a school technology coach.

The bridge between home and school was strengthened with daily and weekly communication using agendas, parent letters, and weekly phone contacts. An emphasis was placed on service learning and character education which in turn laid the foundation for the development of well-rounded and responsible youth.

We at Palmetto Elementary were determined to focus on "What Works In Schools" instead of what our students did not have. This focus brought the entire staff together for comprehensive staff development that manifested itself into a continuous self study and analysis of our school. This yearlong effort set the tone for continued academic excellence and growth for all.

Fannie Mason, Principal Richard Best, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	141	78
Percent satisfied with learning environment	94.7%	77.9%	81.1%
Percent satisfied with social and physical environment	89.5%	75.5%	74.3%
Percent satisfied with home-school relations	23.5%	89.9%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.